

2022 Annual Report to the School Community

School Name: Nicholson Primary School (1716)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 16 April 2023 at 02:29 PM by Suzanne Clague (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 11 May 2023 at 08:54 AM by Martin Potts (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Nicholson Primary School is a small rural school situated close to the beautiful Nicholson river on the Prince Highway approximately 10km east of Bairnsdale. Our core purpose is to provide a safe, inclusive learning environment that is focused on providing opportunities for all students to grow and develop into the best versions of themselves.

At Nicholson Primary School aspires to achieve excellence in teaching and learning leading to improved student outcomes across all curriculum areas with a particular focus on Literacy and Numeracy. To provide a learning environment and culture where students thrive, feel safe and have strong connections to their peers and school. Students have a right to be supported, encouraged and challenged through high quality differentiated learning experiences to become resilient, resourceful life long learners who feel empowered and valued.

Our school values are Growth, Honest and Trust, Respect, Connectedness, Inclusiveness and Fun and these values are promoted among staff, students and the wider community.

A total of 75 students were enrolled at Nicholson Primary School in 2022 with 39 boys and 36 girls. A high number of Prep enrollments were received which meant a late change of classroom structures to accommodate a straight Prep. Other class structures were 1/2, 3/4 and 5/6.

In 2022 there were 6 students funded under the Program for Students with Disabilities. 11 % of student population identified as Aboriginal and 4% with a language background other than English. Individual Education plans were established and monitored to best support the needs of these students as well as other students identified as requiring additional supports. When appropriate additional services were engaged including KESO, Student Support Officers, Speech pathologists along with other relevant community services.

In 2022 Tutoring in Schools Program continued, providing additional support to students who required additional support in the area of Numeracy. Student selection was based on collected data, teacher judgement and ongoing formative and summative data by the tutor. The selection of students was fluid which allowed more students to access the support throughout the year.

In 2022 an accredited counsellor was employed through the Schools Mental Health Fund to provide support to students and families on a fortnightly rotation. These sessions were confidential and involved parents and children attending play-based therapy tailored to individual need.

In 2022 our staff profile consisted of 1 Principal Class, 1 FTE Acting Business Manager, 2 FTE classroom teachers, 4 part time teachers and 3 ES staff.

A strong focus was established around consistently implementing quality teaching and learning with a focus on Numeracy. As the year progressed, we established an agreed evidence-based instructional model, developed core school documents and created a viable curriculum for the teaching and learning of Numeracy. We continued to embed our instructional model for Literacy.

Specialist programs on offer were health and PE, Art, respectful Relationships and Cultural Studies. MARC Van visits continued and students were exposed to STEM activities as part of this program.

Nicholson primary School continued to actively participate in Mitchell River Cluster activities. Sporting Schools Program was offered 3 nights per week and Breakfast Club operated every morning.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022 Nicholson Primary School maintained its focus on the consistent implementation of its whole school approach to the teaching of Literacy in particular, reading. It also continued to explore, implement and develop a whole school consistent approach to the teaching of Numeracy. The Workshop Model and Gradual Release of Responsibility shaped the teaching of reading across the school. Reading lessons incorporated a whole class mini lesson with explicit teaching of an identified reading strategy, independent practice of specific strategies, independent application in student's own reading material, independent reading, individual reading conferences, small group reading instruction (guided reading or literacy circles) and a debrief to share and celebrate learning. Throughout 2022, staff continued to "unpack" elements of the instructional practice as part of professional development, routinely engaging in Cycle of Improvement.

Throughout 2022 Nicholson Primary School underwent continuous reflection and exploration of noted best practice in the teaching of Numeracy. A whole school vision statement guided thinking and decision making. An agreed instructional model was implemented and work begun on further, deep investigation and exploration. A set of "non-negotiables" for the teaching of numeracy across the school ensured that all elements of an effective numeracy session was delivered. High quality teaching with an emphasis

on the capabilities of mathematical understanding, fluency and problem-solving and reasoning were also implemented, supported through SURF Maths and Top 10 Maths resources.

Continuation of the Tutor Learning Initiative was an important part of the schools strategy in supporting students to catch up with learning that may have been by the remote learning blocks of 2020 and 2021. Ten students participated in the program throughout the year which had a focus on Numeracy.

Performance on external summative assessments such as NAPLAN reflects the goals and targets that the school set to attain. The school sits above like schools for reading and .2% below state average. Numeracy results reflects similar outcomes with the school above like schools and slightly below state average.

The school has been making some positive traction towards learning achievement targets over the past recent years and with a more consistent year of uninterrupted learning, embedded instructional consistency, collective beliefs and understandings guided by the schools vision statement we aim to continue to make positive progress with student achievement in Literacy and Numeracy.

Wellbeing

One of Nicholson primary School's strengths is in the area of Student Wellbeing. Our Values, Rights and High Expectations are embedded in our school culture and are the corner stone of how we work, learn and interact on a daily basis. Student sense of connectedness once again remained high (89.2%) which is above similar school and state average, Management of Bullying also remained high (87.5%) again, above similar schools and state average. Students at Nicholson Primary School feel safe and connected to both the school and their peers. There is a positive respect for diversity among our students (88%) which sits well above similar schools and state average.

Clear and consistent guidelines and actions in the management of heightened behaviors are well documented and known by students, staff and parents. These behaviors are very rare in our school.

In 2022 Rights and Respectful Relationships Program was introduced across the school as a specialist subject, providing additional resources, strategies and supports to students. This program will continue in 2023 through classroom based implementation.

The wellbeing of our students is further supported through our outsourced counselling service, SSS supports and other relevant external agencies on a needs basis. These are further underpinned by the support afforded to staff, students, parents by the Principal who spends significant amounts of time catering for the wellbeing of the school community.

Engagement

Student engagement has shown increased pleasing results during 2022 with the following points of reference:

Student Attitude to School Survey- Student responses to Stimulated Learning (90%), Differentiated Learning Challenge (94%), Self Confidence (92%), Self Regulation and Goal Setting (94%) indicate that when at school students are feeling stimulated, interested, supported in their learning and are increasingly willing and prepared to persevere and engage as successful learners.

Parent Opinion Survey- the percentage endorsement of overall satisfaction saw a positive increase to 88% from 75% in 2021 which is slightly above state average. parent participation results of 76% while aligned to the state average is an area for the school to focus on in the future.

Staff Opinion Survey- the percent endorsement of school climate of 87% is well above similar schools and state average.

Attendance- While or attendance data has improved from 2021, student absences continue to remain an issue at Nicholson Primary School with on average 36 absence days which is well above similar schools and state average. In 2022 71% or 53 students had between 1-10 days off on average and 8 students or 11% had between 10-20 days off. Regular absenteeism of some students significantly added to this result with chronic absenteeism reported to the appropriate network agencies for support. Absences can at times be attributed to illness, medical appointments and extended family holidays which we acknowledge when looking at this data. Consistent and rigorous marking of rolls into CASES21 and followup texts and reminders to families continues to be our avenue of support in this area.

Other highlights from the school year

Throughout 2022 we were able to once again fully engage in our school events.

Our annual Welcome BBQ had the largest attendance of families and extended families for many years! Our family Maths' Night was also well attended and parent/student feedback was positive and enthusiastic.

Nicholson Primary School took advantage of the Positive Start Initiative and all students from grades 3-6 attended respective camps, engaging in additional camp activities which in the past were limited due to cost.

Our End of year Celebration Night was also very well attended and enjoyed by all, highlighting the successes of the year and celebrating the achievements of many.

Incursions and excursions were planned and added relevance, interest and excitement to classroom learning. Cluster sporting events along with other significant celebrations- NAIDOC and Reconciliation Week, Do It for Dolly, Footy Colours day were some of the successes for 2022.

Whole School Events- Welcome BBQ, Wheelbarrow Grand Prix, End of Year celebration Night, Family Maths Night, Reconciliation, NAIDOC, Do It For Dolly, Daffodil Day, Footy Colours Day Celebrations.
Land Care

Financial performance

Nicholson Primary School carried forward a surplus during the 2022 school year. Appropriate spending of these funds is a priority for this school targeting student learning outcomes. Spending of funds during 2022 was consistent with Department policies and School Council approvals. The 2022 Annual Implementation Plan provided some of the framework for how school spending was allocated. During 2022 school year Nicholson primary School continued with the lease arrangements with Learning with Technologies through which we have purchased up to date Lenovo Think Pads. These devices provide opportunities to add to school resources and provide for all students from grades 3-6 to have access to their own device. Additional i-pads were also purchased to replace out of date devices and add to school resources.

Bush Fire Preparedness Funds were appropriately spent and surplus was allocated to updating our gardens to comply with guidelines.

Nicholson Primary School received two grants in 2022 -\$25,000.00 for the construction of additional shade areas for outdoor learning. \$100,000.00 for the establishment of Out of Hours School Care Program to commence in 2023.

Equity funding was allocated appropriately to provide additional supports for identified students. Mental health in Schools funds was allocated to the employment of an appropriately qualified counselor to engage and work with identified students and families.

The facilities and Finance sub-committees of Nicholson Primary School continued to plan for appropriate expenditure moving forward.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at www.nicholson-ps.vic.edu.au](http://www.nicholson-ps.vic.edu.au)

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 75 students were enrolled at this school in 2022, 35 female and 40 male.

NDP percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

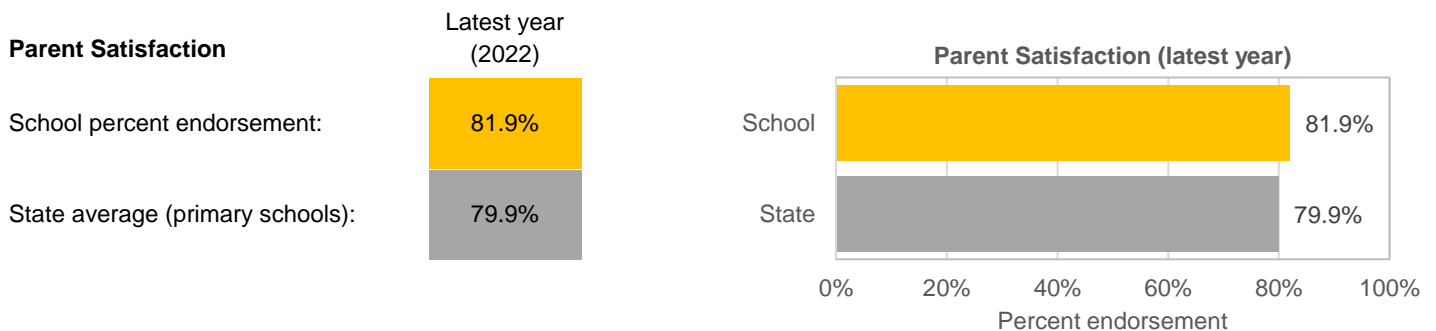
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

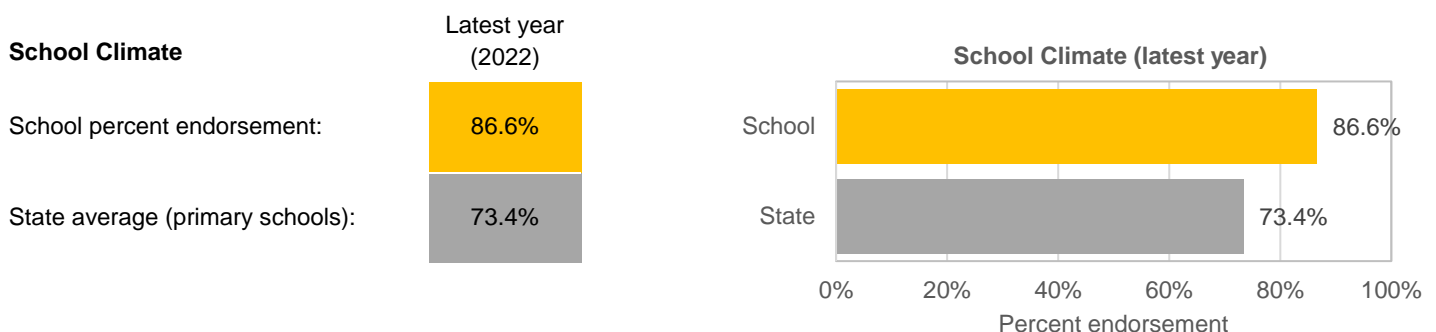


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

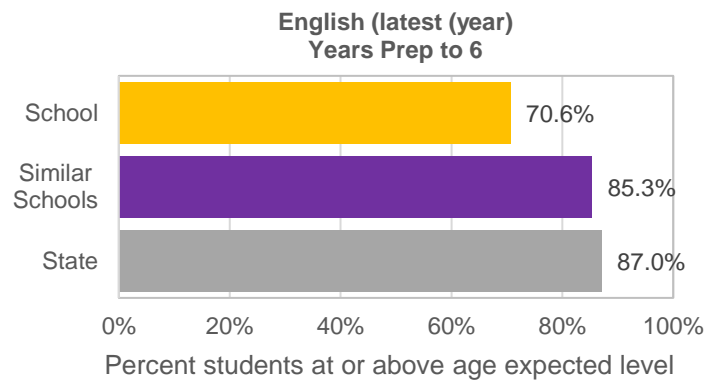
70.6%

Similar Schools average:

85.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

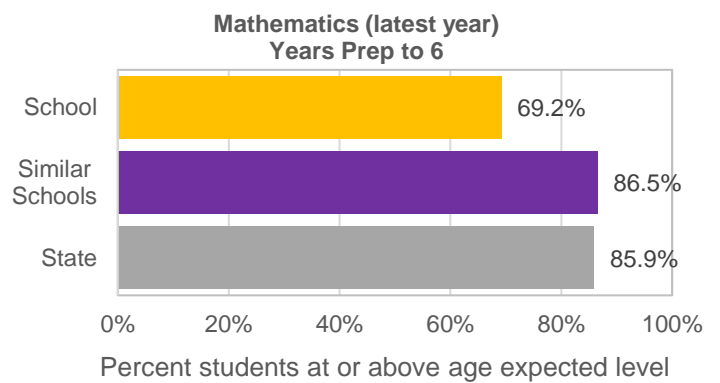
69.2%

Similar Schools average:

86.5%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

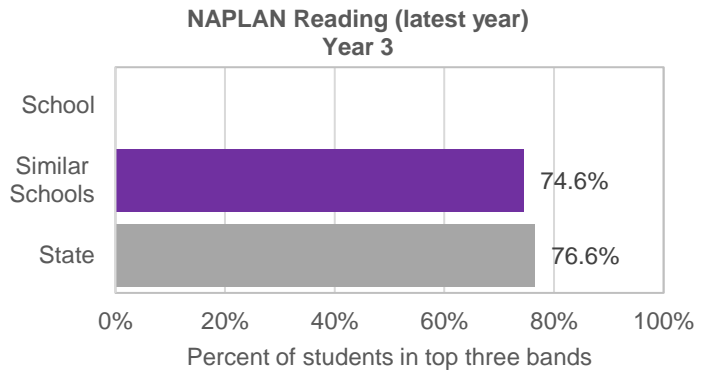
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

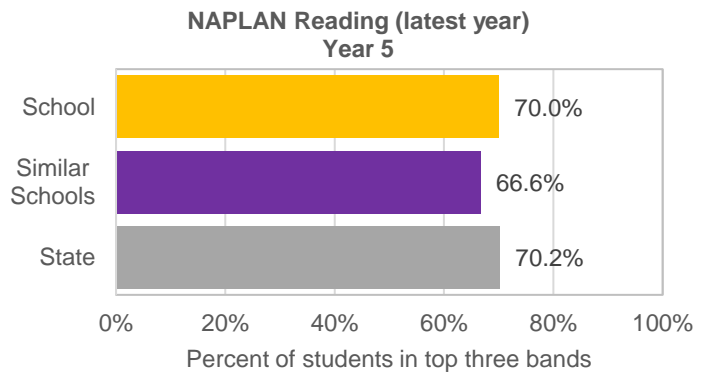
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	61.9%
Similar Schools average:	74.6%	74.9%
State average:	76.6%	76.6%



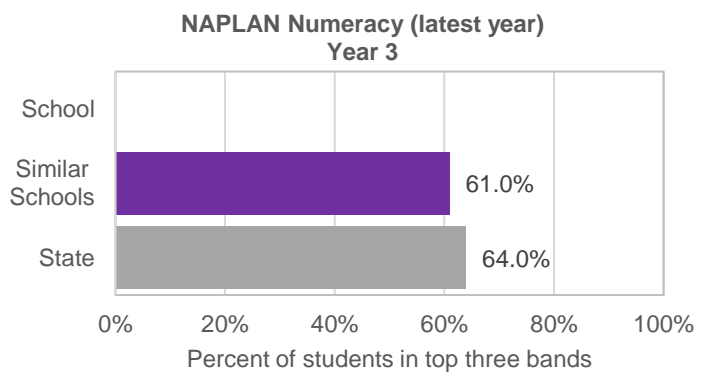
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	45.8%
Similar Schools average:	66.6%	65.5%
State average:	70.2%	69.5%



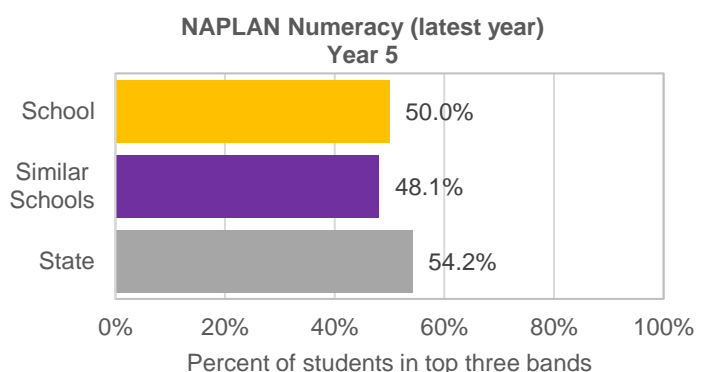
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	60.9%
Similar Schools average:	61.0%	63.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	37.5%
Similar Schools average:	48.1%	53.9%
State average:	54.2%	58.8%



WELLBEING

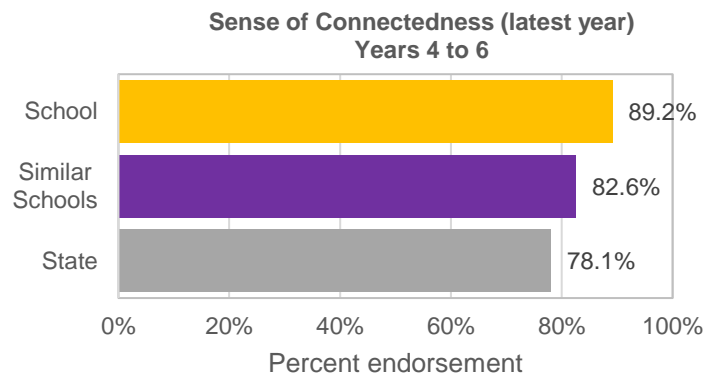
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	89.2%	80.3%
Similar Schools average:	82.6%	82.9%
State average:	78.1%	79.5%

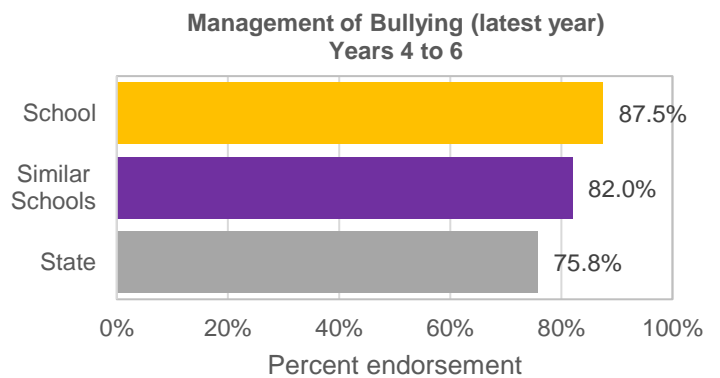


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	87.5%	85.4%
Similar Schools average:	82.0%	85.1%
State average:	75.8%	78.3%



ENGAGEMENT

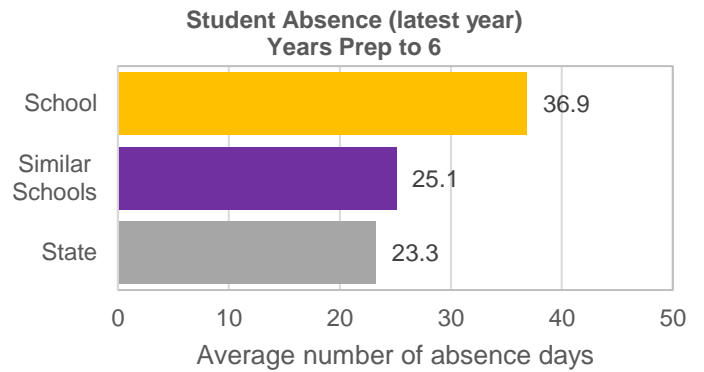
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	36.9	25.3
Similar Schools average:	25.1	18.6
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	80%	81%	80%	82%	83%	71%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,012,326
Government Provided DET Grants	\$242,714
Government Grants Commonwealth	\$4,000
Government Grants State	\$0
Revenue Other	\$969
Locally Raised Funds	\$34,071
Capital Grants	\$63,816
Total Operating Revenue	\$1,357,896

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,545
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,545

Expenditure	Actual
Student Resource Package ²	\$871,189
Adjustments	\$0
Books & Publications	\$763
Camps/Excursions/Activities	\$20,603
Communication Costs	\$6,742
Consumables	\$29,963
Miscellaneous Expense ³	\$10,004
Professional Development	\$1,958
Equipment/Maintenance/Hire	\$23,774
Property Services	\$34,330
Salaries & Allowances ⁴	\$65,432
Support Services	\$22,892
Trading & Fundraising	\$10,418
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$475
Utilities	\$9,417
Total Operating Expenditure	\$1,107,958
Net Operating Surplus/-Deficit	\$186,122
Asset Acquisitions	\$48,414

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$182,534
Official Account	\$11,362
Other Accounts	\$0
Total Funds Available	\$193,896

Financial Commitments	Actual
Operating Reserve	\$37,309
Other Recurrent Expenditure	\$15,915
Provision Accounts	\$0
Funds Received in Advance	\$100,000
School Based Programs	\$8,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,840
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$18,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$30,000
Total Financial Commitments	\$211,063

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.